



St William of York Reception Long Term Plan

This is a long term plan to be used as a basis on which to build learning. We follow children's interests in Early Years and our learning is not compartmentalised into terms. This is a flexible guide to meet the needs of our children at St William of York. The Development matters objectives are NOT to be used as a 'tick list' and reference should be made to our Progression Plans- from 2-5 years.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics/Learning Enquiry	Transition, myself, emotions, nature	Nature, Autumn, Christmas, harvest	Space, planets, friendship, equality	Minibeasts, healthy eating	Summer, Growing	Traditional tales. Locational knowledge/school environment.
Core Texts	A Handful of Buttons -Carmen Parets Luque The colour Monster Goes to School -	Little Red Hen Rosie's Walk	Star in the Jar - Sam Hay Astro girl - Ken Wilson Max/toys in space - Mini Grey	The very hungry caterpillar - Eric Carle Handa's surprise Non fiction - healthy eating lifecycles	The Enormous Turnip Jasper's Beanstalk	The Gingerbread man - Traditional Tale Three Billy Goats Gruff
Supplementary Texts	The kissing hand - Barbara Bain. Ruby's Worry - Tom Percival	Handa's Hen Room on the broom- Julia Donaldson Leaf man	Space dog - Mini Grey, Mr Wolf's pancakes - Jan	Superworm - Julia Donaldson	Oi Cat - Kes Grey Oi Dog - Kes Grey	The snail and the whale - Julia Donaldson

	<p>On Sudden Hill - Linda Sarah</p> <p>The lion inside - Rachel Bright</p> <p>We're all wonders - R.J Palacio,</p> <p>Red leaf, yellow leaf - Lois Ehlert</p> <p>Juniper, Jupiter - Lizzy Steward</p> <p>New Baby (RE links) - Sarah Shaffi & Isabel Otter</p> <p>The Ugly Five</p>	<p>Tree full of wonder - Anna Smithers,</p> <p>Winter sleep - Alex Morss</p> <p>The Keeper of the Wild Words – Brooke Smith</p> <p>Mog's Christmas - Judith Kerr</p> <p>The Jolly Postman's Christmas - Allen Ahlberg</p> <p>Nativity Story</p>	<p>Meanwhile back on earth - Oliver Jeffers</p> <p>How to catch a star - Oliver Jeffers</p>	<p>The bad-tempered ladybird - Eric Carle</p> <p>Mad about minibeasts - Giles Andrea</p> <p>Yucky Worms – Vivienne French</p> <p>Fearnley,</p>	<p>The snail and the whale - Julia Donaldson</p>	<p>Bears at the Beach - Emma Carlisle</p> <p>Little Red Riding Hood</p> <p>Goldilocks and the three bears,</p>
Experiences/ Enrichments	<p>Feelings jars</p> <p>Focus on emotions</p> <p>Friendships</p>	<p>Christmas production</p> <p>Halle garden</p> <p>Autumn Walk</p>	<p>Wow - crashed spaceship</p>		<p>School trip - animal related.</p>	<p>Possible visit to the local beach?</p>

Characteristics of Effective Learning

Playing and Exploring	Reach for and accept objects. Make choices and explore different	Plan and think ahead about how they will explore or play with	Realise that their actions have an effect on the world, so they want to keep
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	resources and materials. - Respond to new experiences that you bring to their attention.	objects. - Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." - Bring their own interests and fascinations into early years settings. This helps them to develop their learning	repeating them. - Make independent choices. Do things independently that they have been previously taught
Active Learning	Participate in routines. - Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table being set, or get their coat when the door to the outdoor area opens	Show goal-directed behaviour. - Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit	Use a range of strategies to reach a goal they have set themselves. - Keep on trying when things are difficult
Creating and Thinking Critically	Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup - Sort materials. For example, at tidy up time, children know how to put different construction materials in separate baskets	Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." - Concentrate on achieving something that's important to them. They are increasingly able to control their attention and ignore distractions	Review their progress as they try to achieve a goal. Check how well they are doing - Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries - Know more, so feel confident about coming up with their own ideas. Make more links between those ideas

Development Matters

Communication and Language

	Autumn	Spring	Summer
<p>Listening and Understanding. Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activities.</p>	<ul style="list-style-type: none"> ● Maintains attention, concentrates and sits quietly during appropriate activity. ● Understands how to listen carefully and why listening is important. ● Engage in story time. ● Listen attentively in a range of situations. Two-channelled attention – can listen and do for a short span. ● Listen carefully to rhymes and songs, paying attention to how they sound. 	<ul style="list-style-type: none"> ● Listens to stories, anticipates key events and responds to what they hear with relevant comments, questions and actions. ● Connect one idea or action to another using a range of connectives. ● Engage in non-fiction books. ● Responds appropriately with questions to stories. Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. ● Engage in non-fiction books 	<ul style="list-style-type: none"> ● To give attention to what others say and respond appropriately while engaged in another activity. ● Listen to and talk about stories to build familiarity and understanding. ● Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. ● *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interaction. ● *Make comments about what they have heard and ask questions to clarify their understanding. ● *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p>Speaking. Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or</p>	<ul style="list-style-type: none"> ● Learn new vocabulary. ● Talk about themselves. ● Develop social phrases. ● Learn and use new vocabulary throughout the day. ● Describe events in some detail Uses language to imagine and recreate roles and experiences in play situations. ● Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> ● Use new vocabulary in different contexts. Learn and use new vocabulary throughout the day. ● Ask questions to find out more and to check they understand what has been said to them. ● Articulate their ideas and thoughts in well formed sentences. ● Connect one idea or action to another using a range of connectives. ● Imaginative storytelling. 	<ul style="list-style-type: none"> ● To use past, present and future forms accurately when talking about events that have happened or are to happen in the future. ● Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary ● *Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.

		<ul style="list-style-type: none"> • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • Articulate their ideas and thoughts in well formed sentences. 	<ul style="list-style-type: none"> • *Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • *Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
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Development Matters

Personal, Social and Emotional Development

	Autumn	Spring	Summer
<p>Self-Regulation. Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activities. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>	<ul style="list-style-type: none"> • To be aware of the boundaries set and behavioural expectations in the setting. • Identify and moderate their own feelings socially and emotionally. • To adjust their behaviour to different situations and take changes of routine in their stride. • To adjust their behaviour to different situations and take changes of routine in their stride. • Understands that their actions affect other people, for example; if they hit their friends, they will be sad / if they do something kind for their friends it will make them feel happy. 	<ul style="list-style-type: none"> • To adjust their behaviour to different situations and take changes of routine in their stride. • To work as part of a group or class. Express their feelings and consider the feelings of others. Think about the perspectives of others • To negotiate and solve problems without aggression. • Show resilience and perseverance in the face of challenge. 	<ul style="list-style-type: none"> • To know that all behaviours can have consequences. For example, if you are unkind to someone they may not want to play with you / if you are helpful and kind to others, they may want to play with you. • Show resilience and perseverance in the face of challenge. • *Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. • *Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. *Give focused attention to what the teacher says, responding

			appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
<p>Managing Self. Children know the importance for good health and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<ul style="list-style-type: none"> ● See themselves as a valuable individual. ● Selects resources and activities independently. ● To be aware of the boundaries set and behavioural expectations in the setting. ● Usually dry and clean during the day. ● Shows understanding for the need of safety when tackling new challenges and considers and manages some risks. ● Practices appropriate safety measures without direct supervision. ● Putting things away at the end of the day. ● Learning to respect resources and use them carefully. 	<ul style="list-style-type: none"> ● Eats a healthy range of food stuff and understands the need for variety in food. ● Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. ● They can dress and undress independently, successfully managing fastening buttons or laces. ● Express their feelings and consider the feelings of others. ● To show independence in managing own wants and needs. ● Shows some understanding of those good practices with regard to exercise, eating, sleeping and hygiene to contribute to good health. ● Show resilience and perseverance in the face of challenge. ● To show independence in managing own wants and needs. 	<ul style="list-style-type: none"> ● *Be confident to try new activities and show independence, resilience and perseverance in the face of challenges. ● *Explain the reasons for rules, know right from wrong and try to behave accordingly. ● *Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
<p>Building Relationships. Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences and know that some behaviour is unacceptable. They work</p>	<ul style="list-style-type: none"> ● Settling into reception. ● Initiate conversations, attend to and take account of what others say. ● Express their feelings and consider the feelings of others. Learning to turn, take and share fairly. ● Speak in a familiar group. 	<ul style="list-style-type: none"> ● Speak in a familiar group. ● Build constructive and respectful relationships ● Express their feelings and consider the feelings of others. ● Turn taking and sharing fairly. ● Shows awareness of new concepts learned and works alongside others appropriately. 	<ul style="list-style-type: none"> ● *Work and play cooperatively and take turns with others. ● *Form positive attachments to adults and friendships with peers. ● *Show sensitivity to their own and to others' needs.

<p>as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride.</p>	<ul style="list-style-type: none"> ● Build constructive and respectful relationships. Learning to turn take and share fairly. 	<ul style="list-style-type: none"> ● Works with peers and can discuss knowledge and understanding of key concepts. ● Take steps to resolve conflicts. 	
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Development Matters

Physical Development

	Autumn	Spring	Summer
<p>Gross Motor Skills. Children show good control and coordination in large movements. They move confidently in a range of ways, safely and negotiating space.</p>	<ul style="list-style-type: none"> ● Negotiating large spaces. ● They move confidently in a range of ways, safely and negotiating space effectively. ● Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping – climbing ● Develop their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor 	<ul style="list-style-type: none"> ● Gymnastics – Using apparatus. ● Jumps off an object and lands appropriately. ● Develop the overall body strength, coordination, balance and agility needed to engage successfully with physical activities. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Dance. Remembers sequences of movements. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> ● Games – Ball skills and team games. ● Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. ● Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. ● Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. ● *Negotiate space and obstacles safely, with consideration for themselves and others. ● *Demonstrate strength, balance and coordination when playing. ● *Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

<p>Fine Motor Skills. Children show good control and coordination in small movements. They handle tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> ● Pencil control and grip Scissor Skills. ● Children show good control and coordination in small movements. ● They handle tools effectively, including pencils for writing. ● Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. ● Pencil control and grip Scissor Skills. ● Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. ● Children begin to show good control and coordination in small movements. ● They begin to handle tools effectively, including pencils for writing. 	<ul style="list-style-type: none"> ● Scissor Skills. ● Begin to develop and safely use a range of large and small apparatus indoors and outside, alone and in a group. ● Develop overall body-strength, balance, co-ordination and agility. ● Children show good control and coordination in small movements. ● They begin to handle tools effectively, including pencils for writing. ● Children begin to develop the foundations of a handwriting style which is fast, accurate and efficient ● They handle equipment and tools effectively, including pencils for writing. ● Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene. ● Develop their small motor skills so that they can use a range of tools competently, safely and confidently. ● Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. ● Children develop the foundations of a handwriting style which is fast, accurate and efficient. 	<ul style="list-style-type: none"> ● Using buttons independently. ● Children develop the foundations of a handwriting style which is fast, accurate and efficient. ● They handle equipment and tools effectively, including pencils for writing. ● Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian ● *Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. *Use a range of small tools, including scissors, paint brushes and cutlery. *Begin to show accuracy and care when drawing.
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Development Matters

Literacy

	Autumn	Spring	Summer
<p>Phonics Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> ● Oral blending games ● Rhyming games ● Read all single letter Set 1 sounds ● Read green 1.1-1.5 words ● Word time - word building using magnetic letters ● Blend sounds into words ● Read 25 sounds 	<ul style="list-style-type: none"> ● Read Set 1 Special Friends ● Blend sounds to read words ● Read short Ditty stories ● Read 4 double consonants ● Read Red Storybooks. ● Read 35 sounds 	<ul style="list-style-type: none"> ● Read first 6 Set 2 sounds ● Read Green or Purple Storybooks ● Read 41 Sounds
<p>Comprehension They answer 'how' and 'why' questions about their experiences and in response to stories or events. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> ● Knows that information can be retrieved from books and computers. ● They demonstrate understanding when talking with others about what they have read. ● Re-read what they have written to check that it makes sense. ● Children read and understand simple sentences. 	<ul style="list-style-type: none"> ● Children read and understand simple sentences. ● They demonstrate understanding when talking with others about what they have read. ● Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> ● Children read and understand simple sentences. ● They demonstrate understanding when talking with others about what they have read. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ● Anticipate – where appropriate – key events in stories. ● Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

<p>Word Reading. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> ● Hears and says the initial sound in words. ● Knows that information can be retrieved from books and computers. ● Read individual letters by saying the sounds for them. ● Blend sounds into words, so that they can read short words made up of known letter– sound correspondences. ● Is beginning to segment the sounds in simple words and blend them together. ● Is beginning to know which letters represent which sound. ● Read some letter groups that each represent one sound and say sounds for them. 	<ul style="list-style-type: none"> ● Can segment the sounds in simple words and blend them Together, knowing which letters represent some of them. ● Begins to read words and simple sentences. ● Read a few common exception words matched to the school’s phonic programme ● Can read words and simple sentences. ● Enjoys an increasing range of books. ● Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> ● Beginning to read with more fluency when reading words and simple sentences. ● Enjoys an increasing range of books. ● Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ● Say a sound for each letter in the alphabet and at least 10 digraphs. ● Read words consistent with their phonic knowledge by soundblending. ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
<p>Writing. Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<ul style="list-style-type: none"> ● Name writing with independence, forming some letters correctly. ● Gives meanings to marks. Writing in salt, sand, shaving foam etc. ● Initial sounds - Hears and says the initial sound in words, beginning to represent some of these. ● Is beginning to segment the sounds in simple words and blend them together. ● Links sounds to letters, naming and sounding the letters of the alphabet. ● Beginning to use some clearly identifiable letters to communicate meaning, 	<ul style="list-style-type: none"> ● Is able to orally construct a sentence and beginning to write these down with support. ● Links sounds to letters, naming and sounding the letters of the alphabet. ● Spell words by identifying the sounds and then writing the sound with letter/s. ● Is able to orally construct a sentence and beginning to write these down with support. ● Attempts to write short sentences in meaningful contexts. ● Write short sentences with words with known sound-letter 	<ul style="list-style-type: none"> ● Attempts to write short sentences in meaningful contexts with independence. ● Form lower-case and capital letters correctly. ● Write recognisable letters, most of which are correctly formed. ● Spell words by identifying sounds in them and representing the sounds with a letter or letters. ● Write simple phrases and sentences that can be read by others.

	representing some sounds correctly and in sequence.	correspondences using a capital letter and full stop.	
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Development Matters

Mathematics

	Autumn	Spring	Summer
<p>Number Children count reliably with numbers from 1- 20, they place them in order and say which is one more or one less than a given number.</p>	<ul style="list-style-type: none"> ● Recognising numbers to 10. ● Writing numbers to 10. ● Ordering numbers to 10. ● Counting objects 1:1 to 10. ● Selects the correct numeral to represent 1 to 5. ● Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. ● Subitise to 5 Link the number symbol (numeral) with its cardinal number value. ● Begin to count beyond ten saying numbers in the correct order. ● Count objects, actions and sounds to 10. ● Compare numbers. ● Count groups of objects and find the total. 	<ul style="list-style-type: none"> ● Addition to 10. ● Records, using marks that they can interpret and explain. ● Begins to identify own mathematical problems based on own interests and fascinations. ● Subitise to 6. ● Begin to recall number bonds for numbers 0 - 5 and 0–10. ● To confidently count to 20. ● Ordering numbers to 20 ● Subtraction from 10. ● Missing numbers to 20 ● Counting backwards from 20. ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0 - 5 and 0– 10. 	<ul style="list-style-type: none"> ● Using a number line In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting and identifying the relevant symbols. ● Select, rotate and manipulate shapes in order to develop spatial reasoning skills. ● Have a deep understanding of number to 10, including the composition of each number; - Subitise (recognise quantities without counting) up to 5. ● Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
<p>Numerical Patterns. Children count reliably with numbers from 1- 20. Using quantities and objects, they add and subtract two single digit numbers and count on or back to find the answer. They solve</p>	<ul style="list-style-type: none"> ● Recognising numbers to 10. ● To say numbers in the correct order to 10 ● Begin to match numerals to quantities to 5 and then 10 ● Orders and sequences familiar events. 	<ul style="list-style-type: none"> ● Explore the composition of numbers to 10. ● Compare length, weight and capacity. ● Finds the total number of items in two groups by counting all of them. 	<ul style="list-style-type: none"> ● Understand the ‘one more than/one less than’ relationship between consecutive numbers. E.g counting forwards/on or counting backwards. ● To being to count in twos To recognise doubles and halves to 10

<p>problems including doubling, halving and sharing.</p>	<ul style="list-style-type: none"> ● Uses familiar objects and common shapes to create and recreate patterns and build models. ● Orders two or three items by length or height. ● To identify 2D shapes and talk about their properties using the relevant mathematical vocabulary. ● To know that addition involves combining two or more groups of objects. ● To begin to read addition number sentences. ● To explore patterns in numbers and in the environment. ● Begin to explore the composition of numbers to 5. ● 3D shapes - Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. 	<ul style="list-style-type: none"> ● Prepositions of place Can describe their relative position such as 'behind' or 'next to'. ● Begin to explore Length/height Capacity Patterns Weight ● Orders two items by weight or capacity. ● Uses familiar objects and common shapes to create and recreate patterns and build models. ● Ordering numbers to 20 ● Subtraction from 10. ● Missing numbers to 20 ● Counting backwards from 20. ● Explore the composition of numbers to 10. ● Automatically recall number bonds for numbers 0 - 5 and 0– 10. 	<ul style="list-style-type: none"> ● Verbally count beyond 20, recognising the pattern of the counting system. ● Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. ● Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
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Development Matters

Understanding the World

	Autumn	Spring	Summer
<p>Past and Present. Children talk about past and present events in their own lives and in the</p>	<ul style="list-style-type: none"> ● Talk about members of their immediate family and community. How are we the same and different? ● How we look/people in our family/what we do with our family /where we live. ● Name and describe people who are familiar to them and the jobs they may do. ● Comment on images of familiar situations in the past. ● Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> ● Draw information from a simple map. ● Recognise some environments that are different to the one in which they live. ● To know about similarities, differences between themselves and others and among families, communities and traditions. ● Recognise some similarities and differences between life in this country and life in other countries. ● Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> ● To know about similarities, differences between themselves and others and among families, communities and traditions. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Talk about the lives of the people around them and their roles in society. ● Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. ● Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p>People, Culture and Communities. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> ● How are we the same and different? ● How we look/people in our family/what we do with our family /where we live Enjoys joining in with family customs and routines. ● Communicates about special personal events – enjoys joining in with family customs and routines. ● How do we celebrate birthdays and festivals? ● Begin to know about own and other’s cultures (linked to festivals). 	<ul style="list-style-type: none"> ● What are we good at? ● What are our favourite activities? ● Which table do we go to the most? ● Can we try something new? Tally charts of what we do each day for a week. ● They know that other children don’t always enjoy the same things, and are sensitive to this. ● Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> ● Do we all celebrate the same festivals? Why not? ● To know about similarities, differences between themselves and others and among families, communities and traditions. ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Know some similarities and differences between different religious and cultural communities

	<ul style="list-style-type: none"> ● That we are all different and also deserving of respect. ● They know about similarities and differences between themselves and others, and among families, communities and traditions. 		<p>in this country, drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
<p>The Natural World. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes</p>	<ul style="list-style-type: none"> ● Exploring this through cooking and the malleable/science table ● Looks closely at similarities, differences and patterns and change. ● Explore the natural world around them. ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. ● To know similarities and differences in relation to places and living things. ● Recognise some environments that are different to the one in which they live. 	<ul style="list-style-type: none"> ● To explore how planets are different to one another. ● To know similarities and differences in relation to places, objects, materials and living things. <ul style="list-style-type: none"> ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. ● To explore how animals are different to each other. 	<ul style="list-style-type: none"> ● Explore living things ● Plant bulbs ● Noticing changes ● Observations of animals and plants and explain why some things occur and talk about changes ● Describe what they see, hear and feel whilst outside. ● Understand the effect of changing seasons on the natural world around them. ● Explore the natural world around them, making observations and drawing pictures of animals and plants. ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Development Matters

Expressive Arts & Designs

	Autumn	Spring	Summer
<p>Creating with Materials. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> ● How to use design/creative areas inside and out side, Selecting tools carefully and looking after them. ● Putting resources back safely and neatly. Creates images of themselves and their families. ● Children learn to self select from the art area and to use the resources on the art table to explore their own ideas. ● Explore, use and refine a variety of artistic effects to express their ideas and feelings. ● Exploring line using a variety of materials; pencil, felt tip, crayon, chalk, paint, pastels. 	<ul style="list-style-type: none"> ● Understands that different media can be combined to create new effects. ● Opportunities to make junk models to explore and develop ideas and to see how to connect different materials securely. ● Thinks about which colours to use to paint the planets and why. Should they mix colours? ● Why is one colour chosen over another? ● Chooses particular colours to use for a purpose. ● Experiments to create different textures. ● Comparison of different brushes/techniques and paints/pencils. ● Uses simple tools and techniques competently and appropriately. ● Manipulates materials to achieve a planned effect. ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. 	<ul style="list-style-type: none"> ● Return to and build on their previous learning, refining ideas and developing their ability to represent them. ● Create collaboratively, sharing ideas, resources and skills ● Selects appropriate resources and adapts work where necessary. ● Explores what happens. when they mix colours ● Selects tools and techniques needed to shape, assemble and join materials they are using. ● Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. ● Share their creations, explaining the process they have used. ● Make use of props and materials when role playing characters in narratives and stories.

		<ul style="list-style-type: none"> ● Create collaboratively, sharing ideas, resources and skills. ● Constructs with a purpose in mind, using a variety of resources. 	
<p>Being Imaginative and Expressive. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. Children sing songs, make music and dance and experiment with ways of changing them.</p>	<ul style="list-style-type: none"> ● Creates images of themselves and their families. ● Starts to draw and paint ideas from our topics. ● To play a range of instruments appropriately. ● Begins to build a repertoire of songs and dances. ● Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. ● Explores the different sounds of instruments. ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● Develop storylines in their pretend play. ● Explore and engage in music making and dance, performing solo or in groups 	<ul style="list-style-type: none"> ● Increased use of different vocabulary connected to our topics and to our role play. ● To tap along to the beat of a familiar song. ● Introduce story line or narrative into play. ● Listen attentively, move to and talk about music, expressing their feelings and responses. ● Watch and talk about dance and performance art, expressing their feelings and responses. ● 	<ul style="list-style-type: none"> ● Children to sustain a narrative, acting out class book. ● To move body along to the beat of a familiar song. ● Plays cooperatively as part of a group to develop and act out a narrative. ● Invent, adapt and recount narratives and stories with peers and their teacher. ● Sing a range of well known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Come and See Autumn Planner

Key Questions/Belief:

Where do I come from?
Life ↔ Creation

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
<p>Domestic Church - Family AT1 (i) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ</p>	<p>Domestic Church - Family Focuses on life as gift, myself as a unique and loved creation, the creative love and care that can be expressed in family groups.</p>	<p>N/R Myself Y1 Families Y2 Beginnings Y3 Homes Y4 People Y5 Ourselves Y6 loving</p>	<p>(4 weeks- 8 lessons) Explore w/b 5/9/22 Reveal w/b 12/9/22 Respond w/b 26/9/22 Formal Archdiocese Assessment after Remember</p>
<p>Baptism/Confirmation - Belonging AT1 (ii) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ</p>	<p>Baptism/Confirmation - Belonging Focuses on the call to belong, the creative potential that belonging develops; and Baptism and Confirmation, sacraments of the gift of Gods life and friendship.</p>	<p>N/R Welcome Y1 Belonging Y2 Signs and Symbols Y3 Promises Y4 Called Y5 Life Choices Y6 Vocation & Commitment</p>	<p>(4 weeks- 8 lessons) Explore w/b 3/10/22 Reveal w/b 10/10/22 Respond w/b 31.10.2022 (after half term)</p>
<p>Advent/Christmas - Loving AT1 (iii) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ</p>	<p>Advent/Christmas - Loving Focuses on the capacity for entering into loving relationships and the perfect gift and revelation of God's love, Jesus, born of Mary, born as one of us.</p>	<p>N/R Birthday Y1 Waiting Y2 Preparations Y3 Visitors Y4 Gift Y5 Hope Y6 Expectations</p>	<p>(5 weeks- 8 lessons & Assessment) Explore w/b 21/11/22 Advent begins on the 27th November Reveal w/b 28/11/22 Respond w/b 12/12/22</p>

<p>Feast Days/Holy Days All Saints 1/11 The Commemoration of all the Faithful Departed 2/11 Our Lord Jesus Christ Universal King 21/11 Advent 3/12-24/12 The Immaculate Conception 8/12</p> <p>Celebrations Harvest Family Feast Day 7/10 CAFOD Advent assembly 1/12</p>	<p>Special Notes for Planning Wednesday association with celebrating St Joseph Reference to Luke's Gospel for The God Who Speaks The God Who Speaks https://www.godwhospeaks.uk/the-god-who-speaks/education/ & https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/)</p> <p>Term ends 21/12/2022</p>	<p>Global Dimension CAFOD Harvest 5/9 CAFOD Brighten up (Harvest) 15/9 Mission Month 1/10 CAFOD Advent assembly 1/12 World Day of Prayer for the Care of Creation 1/9 International Day of Peace 21/9 Rosh Hashanah 25-27/9 4-5/10 Yom Kippur 24/10 Diwali 7/11 Climate Change conference 20/11 Christ the King: Universal Children's Day 11/12 Human Rights Day 18/12 International Migrants Day 18-26/12 Hannukah</p>	<p>Other Faith or Religion Week</p> <p>Judaism 7th November (2 weeks-4 lessons)</p>

Come and See Spring Planner

School: St William of York

The three Spring themes are developed in the light of an understanding of Incarnation

Key Questions/Belief:
Who Am I?

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates
<p>Local Church - Community AT1 (i) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ</p>	<p>Local Church - Community Focuses on the people of God gathered in Christ, united in the journey of faith, in care for one another, in sharing their story and in celebration.</p>	<p>N/R Celebrating Y1 Special People Y2 Books Y3 Journeys Y4 Community Y5 Mission Y6 Sources</p>	<p>(4 1/2 weeks- 8 lessons & Assessment) Explore w/b 5/1/2023 Reveal w/b 9/1/2023 Respond w/b 23/1/2023</p>
<p>Eucharist - Relating AT1 (ii) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ</p>	<p>Eucharist - Relating Focuses on the invitation to know Jesus, to live in communion with him and with one another.</p>	<p>N/R Gathering Y1 Meals Y2 Thanksgiving Y3 Listening and Sharing Y4 Giving and Receiving Y5 Memorial Sacrifice Y6 Unity</p>	<p>(4 weeks- 8 lessons) Explore w/b 30/1/2023 Reveal w/b 6/2/2023 (after half term) Lent begins 22nd Feb Respond w/b 20/2/2023 Formal Archdiocese Assessment after Remember</p>

<p>Lent/Easter - Giving AT1 (iii) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ</p>	<p>Lent/Easter - Giving Focuses on Jesus' loving self-giving on the cross, the Father's love that raises him to new life and the challenge to Christian's to follow Jesus' example of self-giving.</p>	<p>N/R Growing Y1 Change Y2 Opportunities Y3 Giving all Y4 Self discipline Y5 Sacrifice Y6 Death and New Life</p>	<p>(3 weeks- 8 lessons) Explore w/b 27/2/2023 Reveal w/b 6/3/2023 Respond w/b 20/3/2023 Easter is the 9th April</p>
<p>Feast Days/Holy Days Mary the Holy Mother of God 1/1 The Epiphany of the Lord 6/1 The Baptism of the Lord 8/1 The Presentation of the Lord 2/2 Ash Wednesday 22/2 (CAFOD liturgy) St David 23/4 Palm Sunday 2/4 St Joseph 19/3 Feast of St Oscar Romero 24/3 Holy Thursday 6/4 Good Friday 7/4 Easter Sunday 9/4 Celebrations Mother's Day</p>	<p>Special Notes for Planning Wednesday association with celebrating St Joseph The God Who Speaks https://www.godwhospeaks.uk/the-god-who-speaks/education/ & https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/) Term ends 31/3/2023</p>	<p>Global Dimension CAFOD Lent Family Feast Day 3/3 National Assembly 11/3 1/1 World Day of Peace 12/2 Fairtrade Fortnight begins Shrove Tuesday 21/2 World Water Day 22/3 Ramadan begins 22/3- 20/4 Passover 5-13/4 Vaisakhi 14/4 Eid al Fitr- 21-22/4 World Earth Day 22/4</p>	<p>Other Faith or Religion Week Hinduism 27th March & 17th April- 2 weeks (4 lessons)</p>

Dignity <-> Incarnation

Come and See Summer Planner

School: St William of York

The three summer themes are developed in the light of an understanding of Redemption and the work of the Holy Spirit.

Key Questions/Belief:
 Why am I Here?
 Purpose <-> Redemption

Religious Education Curriculum Directory	Theme	Topics	Start/Finish Dates Short term
Pentecost - Serving AT1 (iii) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ	Pentecost - Serving Focuses on the on-going mission of Jesus Christ in the church through the power of the Holy Spirit.	N/R Good News Y1 Holidays and Holydays Y2 Spread the Word Y3 Energy Y4 New Life Y5 Transformation Y6 Witnesses	(4 weeks- 8 lessons) Explore w/b 24/4/2023 Reveal w/b 1/5/2023 Respond w/b 15/5/2023 Formal Assessment after Remember
Reconciliation - Inter-relating AT1 (ii) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ	Reconciliation - Inter-relating Focuses on the love, compassion and forgiveness of God the Father revealed in Jesus and poured out by the Spirit to bring forgiveness and reconciliation through the Sacrament.	N/R Friends Y1 Being Sorry Y2 Rules Y3 Choices Y4 Building Bridges Y5 Freedom and Responsibility Y6 Healing	(4 weeks- 8 lessons & Assessment) Explore w/b 22/5/2023 Reveal w/b 5/6/2023 Respond w/b 19/6/2023
Universal Church - World AT1 (i) Area of Study One - Revelation Area of Study Two - The Church Area of Study Three - Celebration Area of Study Four - Life in Christ	Universal Church - World Focuses on the same love revealed in the diversity of the world and its people and in the gifts of the Spirit that bear fruit in love, joy, justice and peace for all people.	N/R Our World Y1 Neighbours Y2 Treasures Y3 Special Places Y4 God's People Y5 Stewardship Y6 Common Good	(4 weeks- 8 lessons) Explore w/b 26/6/2023 Reveal w/b 3/7/2023 Respond w/b 17/7/2023

<p>Feast Days/Holy Days The Ascension of the Lord 18/5 Pentecost Sunday 28/5 St William of York 8/6 The Most Holy Trinity 4/6 The Most Holy Body and Blood of the Lord 8/6 Corpus Christi 11/6 The Most Sacred Heart of Jesus 16/6 St Peter and Paul Apostles 29/6</p> <p>Celebrations Father's Day World Day for Grandparents</p>	<p>Special Notes for Planning Wednesday association with celebrating St Joseph The God Who Speaks https://www.godwhospeaks.uk/the-god-who-speaks/education/ & https://www.godwhospeaks.uk/the-god-who-speaks/bible-society/latest-resources/)</p> <p>Term ends 19/7/2023</p>	<p>Global Dimension Universal Church topic 25/5 Africa Day World Environment Day 5/6 World Refugee Day 20/6 Eid al Adha 28/6-2/7 Nelson Mandela Day 18/7</p>	
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Religious Education Lessons

Please remember, from September we are fully back to school, and have been reminded by the Bishops of England and Wales to ensure each weekly class timetable adheres to 10% Religious Education curriculum time. You will of course now know the amount of knowledge and understanding the children have missed. Please do not be unnecessarily concerned or try to 'catch-up' rather see this an opportunity that children will or are continuing to consolidate their learning.

Archdiocese advice is to keep teaching the content, which you may need to adjust or retell in a way that meets children's needs. Use earlier skills to consolidate learning, such as recognising, retelling, talking about etc. We have the added benefit of our liturgical seasons that can provide great awe and wonder moments.

Come and See Formal Assessment - Underlying Principles

Nursery/Reception - portfolio of annotated work from each topic including for example, photographic evidence. These may be linked with Early Learning Goals. There is an assessment booklet on the CED website that will help.

Years 1-6 - Formal Assessment is on a 3 year cycle so that each theme is assessed formally twice throughout Key Stage 1 and 2. (N.B. Other strands may also be covered in these topics)

*Assessment should be undertaken following **Remember**. An activity will be undertaken that enables children to show how they have met the Learning outcome. There are examples on the CED website. Following moderation, the outcomes will be added to a class tracker that must also identify each individual's progress over time.*